

English 10

Week of February 6-10, 2017

Monday, February 6, 2017

- Quiz over Act II
- As a class, begin reading Act III of *The Tragedy of Julius Caesar*.
- We will stop often to check for understanding.
- Objective- Students will read and comprehend Shakespearean drama.

Tuesday, February 7, 2017

- As a class, continue reading Act III of *The Tragedy of Julius Caesar*.
- We will stop often to check for understanding.
- Objective- Students will read and comprehend Shakespearean drama.

Wednesday, February 8, 2017

- Finish Listening to Act III
- Discuss dramatic speeches used in plays.
 - Monologue- long uninterrupted speech others hear
 - Soliloquy- long uninterrupted speech alone onstage
 - Aside- brief comment 1-2 others may hear.
- In the first three acts identify types of speeches and their purpose.
- Objective- Students will identify dramatic speeches and determine the author's purpose for including the speech.

Thursday, February 9, 2017

- Finish Dramatic speeches page- turn into tray
- Complete paraphrasing pages.
- Objective: Students will continue to understand Shakespearean language by paraphrasing certain passages.

Friday, February 10, 2017

- Half day- only 2nd hour meets.
 - Create a story about an every day event using Shakespearian language.

Standards

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment